Academic Stress among Students: Spirituality as a Tool to Manage Stress

A Synopsis

Submitted in

Partial Fulfilment for the Degree

Of

Doctor of Philosophy

(Management)

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February, 2018

Introduction

Stress is increasingly becoming a part of our daily lives. Historically, the Latin word “stress” has been in common language since the seventeenth century and was used to address hardship, adversity, or affliction. However, stress is best described as a situation where environmental demands exceed the capacity for effective response by the individual and can potentially have physical and psychological consequences

Stress is defined as a "psychological condition in which the individual perceives or experiences challenges to physical or emotional well-being as overwhelming their ability and resources for coping (Gunnar and Quevedo 2007)." Gunnar and Quevedo (2007) point out that frequent activation of stress reactions, with genetic, organ, emotional, and behavioral components, increases the risk of mental and physical disorders.

According to Wheeler 2007, stress is physics word which refers to the amount of force used on an object and it relates in real life as to how certain issues that carry force applied to human life. Examples financial difficulties, health challenge issues, conflicts with friends, all carry force or pressure on person's body -mind and spirit. Some of the pressure or force originates from the environment but most often comes from within a person's head in the form of worry, anxiousness, regret, discouragement and low confidence.

According to researchers academic stress wasfound to be more prominent among the students of professional courses by many research studies, this study primarily concentrated on exploring the micro issues of different components of academic activity in the professional course work setup. The components of academics, in general, are curriculum and instruction, team work, assessment and placement. Among these components, curriculum and instruction aspects were found to be largely responsible for stress (86%) among the management students.

The study is to explore the components of academic stress among the Masters of Business Administration students. This study further tries to enlighten each component of academic stress such as curriculum and instruction, team work related issues, assessment, and placement, impact on performance and outcomes of Academic stress and spirituality as a tool to manage stress

Objectives of the study

- ✓ To identify the causes of Academic Stress among Students.
- ✓ To analyse the impact of stress on the performance & health ofStudents.
- ✓ To compare & examine the level of stress experienced by the students in different B schools of India.
- ✓ To recognize the stress management strategies & techniques used by the students to manage Academic Stress.
- ✓ To recognize that Spirituality as a tool can effectively reduce self-reported state and trait anxiety, distress including depression and increase scores on overall empathy levels and thus improve academic performance.

Review of literature

Stress

The Oxford Dictionary (2002) identifies stress as "physical and psychological strain ortension generated by physical, emotional, social, economic, or occupational circumstances,events or experiences that are difficult to manage or endure"

Folkman & Lazarus, 1985 defined stress as a relationship between the person and the environment, which is appraised by the person as taxing or exceeding the person's resources and thus threatening his or her well-being. This definition suggested that not only the stressor but also the person's perception of his or her ability to adapt to the stress are important in the describing stress.

Seward 2012 defined stress as the inability to cope with a perceived (real or imagined) threat to one's mental, physical, emotional and spiritual well-being which results in a series of physical responses and adaptations.

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from the environment but most often comes from within a person's head in the form of worry, anxiousness, regret, discouragement and low confidence.

J. G. Smith & Chui, 2011**,** studied the mental health crisis on campuses. According to them college students experience high levels of stress and anxiety which may adversely affect their mental health and overall well-being. Identifying potential causes of stress and the forces that allow students to effectively deal with it can enable teachers to promote more effective learning. This study examined the relationships of students' spirituality with school stress, depression, and life satisfaction based on data provided by 671 Principles of Marketing students. This study provided evidence of the association among spirituality, depression and life satisfaction in the presence of school stress using a student survey in a marketing department. Direct effect is established between spirituality, depression and life satisfaction in the presence of school stress. In particular, students with higher spirituality have lower depression and higher life satisfaction in the presence of school stress. In addition, supportive evidence is provided that spirituality moderates the influence of depression on life satisfaction. These findings suggest that spirituality plays a positive role in regulating depression and life satisfaction under school stress. Higher education and student psychological well-being are inextricably intertwined. It is hoped that the present study can draw attention to and aid in understanding the role of spirituality in psychological and social processes in college business education environments

The findings suggest that spirituality helps regulate depression and promote life satisfaction under school stress, and that students of high-spirituality have significantly lower depression and higher life satisfaction than students of low-spirituality.

N Shields (2001), College students, especially freshmen, are particularly prone to stress due to the transitional nature of college life, where college life compels students to acquire entirely new social skills and also to take responsibility for their own personal needs.

Bamuhair et al., 2015**,** in their study on Sources of Stress and Coping Strategies among Undergraduate Medical Students explored the perceived stress, stressors, and coping strategies employed by medical students studying in a problem-based learning curriculum. The findings of this study led us to conclude that female students perceived stress more, faced more stressors, and applied more coping strategies than male students. Stress is very common

among our medical students as stress was prevalent among over half of the participating students, and a third found it difficult to cope with it.The effect of stress on medical students well-being was far reaching, as nearly two thirds were not sleeping well, and half were stressed by interpersonal conflicts. Half were reporting low self-esteem as a reason. Self-blame and self-criticism were often the reactions to stressful situations. Distraction by work or other activity featured in specific stress conditions. As religious faith runs deeply in the Saudi society, refuge in religion was frequently sought; as a coping measure, some looked for advice and help from others, while use of alcohol or other drugs was rare. When the stresses perceived by the student were high as in studying in general, worrying about future, interpersonal conflict, and having a low self-esteem, the applied coping strategies were also high as a result. Interpersonal conflict triggered coping strategies significantly. Premedical students perceived less stress than medical students. Stressors could be grouped into four domains of social issues, personal challenges, somatic impact, and studying in general. Coping strategies could be grouped into nine themes: being self-critical, denial, distracting oneself, humoring it, solace in religion, use of chemicals, acceptance, making personal effort, and seeking support from others. Stressors that required at least four different coping mechanisms were worrying aboutfuture, trouble with friends, room-mate conflict, hearingbad news, and low self-esteem. Coping strategies that weresignificantly applied more often were blaming self or beingself-critical, seeking advice and help from others, findingcomfort in religion, concentrating effort, distracting by workor activity, and giving up.

Waghachavare, Dhumale, Kadam, & Gore, 2013, studyon stress among students of professional colleges from an urban area in India identified that students from all three fields of education i.e. Engineering, Medical and Dental are exposed to stress; however, it seems that engineering students are less prone to the development of stress compared to medical and dental students. Academic, environmental, social and health problems all play an important role in the development of stress. Academic factors are the most important stressors; hence the need for specific and targeted measures to decrease substantially the burden of stress on the students. Teaching techniques and college environments should be adapted to the needs of the students. The productive utilisation of existing student welfare systems, development of more ‘student-friendly’ environments and regular periodic extracurricular activities with universal participation can prove to be useful stress-busters. Similarly, students living in hostels were observed to be prone to develop stress; thus, a periodic review of hostels, with feedback from the students, should be conducted and the complaints of students should be promptly

addressed. The majority of students were in favour of stress management education being included in the curriculum, and hence steps should be taken for its incorporation. Health is a major concern of students, and therefore the promotion of healthy dietary and lifestyle habits should be encouraged. Additionally, teachers, parents and even students themselves should be aware that undue expectations about academic achievement can lead to stress. Finally, regular study habits and adequate preparation can help students to avoid stress.

Nandamuri, P. P., & Ch, 2009explored the components of academic stress among the post graduate management students. Academic stress among students has long been researched on, and researchers have identified different stressors. Their study further tries to make an in-depth investigation into each component of academic stress such as curriculum and instruction, team work related issues, assessment, and placement, to identify the micro issues that are causing stress. Around twelve micro issues have been identified under the curriculum and instruction component while four stressors were prioritized related to team work; five sub issues regarding assessment and three micro issues under placement components of academicstress.

According to researchers academic stress wasfound to be more prominent among thestudents of professional courses by manyresearch studies, this study primarilyconcentrated on exploring the micro issuesof different components of academic activityin the professional course work setup. Thecomponents of academics, in general, arecurriculum and instruction, team work,assessment and placement. Among thesecomponents, curriculum and instructionaspects were found to be largely responsiblefor stress (86%) among the management students.

Guru & House, 2015study on stress and its effects on college studentsexamine the sources and effects of stress on the college students. The findings of the present study are aimed to assist college students to deal with stress and help advance knowledge on coping strategies to face life stress. According to the analysis of the researches the major causes of stress are: academic factors, social factors, family factors, emotional factors, and financial factors. Stress from high expectations of teachers, parentsandself is usually an agony for students studying in colleges. Stress arises not only in a complicated and competitive environment but also in monotonous and stimulus-less one. The findings also suggest that social stress was not a concern for most of the participants especially the females.Analysis showed that among the stressors in family factor, “lack of support from parents”. Emotional stress is a major source of stress among

students. The major sources of stress found out in through the study have a direct relation with the stress level of students. The reasons for stress cannot be limited to these. It varies according to students and their psychology.

Srivastava & Pathak, 2011study aimed to investigatethe moderating effect of locus of control on relationship between general role stress and personal effectiveness of management graduates. First, it attempted to identify the relationship betweengeneral role stress and personal effectiveness. The second aspect was to examine the moderating effect ofinternal locus of control on the relationship between personaleffectiveness and general role stress. Through this anattempt was made to identify the impact of internal locus ofcontrol on the relationship between personal effectivenessand general role stress. The findings of this study are indeed significant for B-schools. The results of this study indicate that it is possible to identify the potentials of students from the point of view of placement in short run and their prospective career growth in the long run. The findings of this study assist training and placement department and faculty members to design suitable mentoring programme for their students. The students can be counselled to monitor their efforts for desirable goal by strengthening the internal locus of control. By developing a better understanding of self, students may develop their overall effectiveness and design stress coping strategies to reduce role-related stress.

Gerber et al., 2015, studied the relationship between mental toughness, stress, and burnout among adolescents. Two key findings of the present study deserve special emphasis. First,correlational analyses showed that students with lower mental toughness scores reported increased symptoms on all burnout indices. Second, although no significant interaction effects were found between stress and mental toughness in the regression analyses, the graphical inspection of the interactions indicated that among students with high stress those with high mental toughness remained below the cutoff for mild burnout, whereas an increase in burnout symptoms was observable among peers with low mental toughness. This study shows that mental toughness is associated with decreased levels of life stress and lower symptoms of burnout. The results further support that subjectively perceived life stress during adolescence is associated with increased symptoms of burnout.

Sinha & Sharma, 2009study conducted at a premier B-School inAhmedabad, India, discusses different kinds of stress faced bymanagement students. The study shows that five major sources of stress are: increased class workload, placement issues like package and job profile,

problem in some subjects due to varied backgrounds in graduation, and change in sleeping habits due to poor time management. From the study, the students are found to be facing different kinds of stress, like academic, placement-related issues, environmental, interpersonal, intrapersonal and financial pressures, which affect their learning ability and academic performance. This implies that the management students face stress from all perspective dimensions related to the course and hence, there is a need to evolve intervention strategies.

Panda, Yogamaya 2008**,**investigated the relationship between Emotional Intelligence (EI) and perceived stress among 31 male and 31 female management students in a business school. The study highlights the importance of EI for management students. The importance of EI in better management of perceived stress has been demonstrated by this study. It is also apparent that those who are high on EI tend to become more committed towards their work. This commitment is experienced in the form of achieving targets, having a good rapport with their colleagues in the work set-up, regular attendance, and active participation in day-to-day life activities.

Hubbs, Doyle, Bowden, & Doyle, 2012finding is consistent with findings reported by other study authors (Hayman, Kurpius, Befort, Nicpon, Hull-Blanks, Sollenberger, *et al*., 2007; Pittman & Richmond, 2008). Hayman, *et al.* (2007) reported that college populations have increased perceived stress, and as stress increases, self-esteem tends to decrease. Pittman and Richmond (2008) reported that friends' support and encouragement can enhance college life and, more specifically, can decrease perceived stress and increase self-esteem. According to Hicks and Heastie (2008), stress is abundant throughout a student's experience and is especially apparent during the first year of transition from high school to college. Pritchard, Wilson, and Yamnitz (2007) found lower self-esteem was associated with lower emotions, which could also indicate increased stress. A study (Lo, 2002) of Australian nursing students also revealed a significant negative association between stress and self-esteem

Abdullah & Dan, 2012**,** study was to examine the stress level among part-time students and its relationships to their psychological well-being status. The findings of this study revealed that there was a low positiverelationship between psychological well-being and family stress, negative correlation between psychological well-being and self-efficacy, and no significant relationship between psychological wellbeing and work stress. From the study results, it was found that family stress plays a vital role in contributing to psychological well-being. This study has also observed that there are significant relationships and influences between self-

efficacy and psychological well-being status of part-time students. This study indicates that self-efficacy does have significant negativerelationship with stress level and psychological well-being, but the relationship shows that it hasrevealed a weak and poor negative relationship.

Rafidah et al., 2009, *study investigates the relationship between stress factors, perceived stress and academic performance.* The study has addressed various important stress factors to the academic performance of post-secondary level students. It is hoped that the suggestions above shed some lights to the relevant authorities in planning and conducting necessary programs for the students in ensuring that they continue to produce excellent graduates in this knowledge-based economy. This study posited that the amount of stress experienced by the students are desirable in attaining good academic results, it is equally important to identify what constitute good and bad stress and how good stress can be enhanced and bad stress can be eliminated.

Devonport & Lane, 2006 study indicate the importance of assessing the interaction betweenprimary appraisal and secondary appraisal. Students with a positiveappraisal (challenge) of the stressor were less inclined to use adaptivecoping strategies such as planning and more inclined to use those copingstrategies traditionally described as maladaptive.

Baqutayan & Mai, 2012, paper discusses the stress, strain and coping mechanisms among fresh collegestudents. The findings of this study indicate that there are significant differences between the experimental and the control group in relation to stress, strain and coping mechanisms. This study presents a stress coping counseling program based on series of lessons and personal interactions with fresh matriculation students, to investigate the effectiveness of coping mechanisms in managing stress and strain. The study verified the effectiveness of stress coping program based on emotion and problem focused coping in fresh students and showed the significance of a counseling meditation program as a part of academic intervention.

Lee & Jang, 2015, study explores the nature of college students' stress and tests its impact on student satisfaction with their college lives. The study adopts a structural equation modeling approach, which examines the effects caused by three stressors (academic, interpersonal, and social) on overall stress and student satisfaction with their educational experiences at college.This study not only confirmed the significant negative influences caused by stress on student satisfaction, but it also identified the antecedents of stress among the student body.

Forbus & Newbold, 2011, study investigated the stress factors and methods of coping of these nontraditional students during their university experience as compared to traditional students. The research indicates that non-traditional students bring different expectations for the college experience, were less involved in various college social activities and were less interested in "having a good time" in college than traditional students. Nontraditional students experienced differing levels of motivation, campus involvement, and participation in social activities from their traditional counterparts which related to time management issues and lead to differing levels of stress and methods of coping between the two groups of students.

Joshi, Kiran, Singla, & Sah, 2016, paper introduces the concept of Deep Breathing and its applications as one of the means towardsstress management through regulation of blood pressure among Indian College Engineering students. The underlying concept of deep breathing is that the relation between emotions and breathing is twoway, i.e. not only do emotions affect the breathing, but controlled deep breathing also has an effect on emotions. According to the findings Deep Breathing contribute to a healthier student life. Such a practice may help in improving students' learning and efficiency and give rise to healthy social system.

Schure, Christopher, & Christopher, 2008examined the influence of teaching hatha yoga, meditation, and qigong to counseling graduate students. The study has demonstrated that counseling students enrolled in this MEDITATION BASED STRESS REDUCTION-based self-care class experienced positive influences in their personal and professional lives. Mindfulness practice has the potential to transform counselingtrainees in a number of ways, including helping them to become lessreactive to stress-related or anxiety-provoking events such as whenclients are in crisis or are discussing painful emotions. Counselingstudents can also conceivably gain new ways of relating to their emotionallife that include awareness and tolerance.

Burnett, 2015**,** findings show that higher levels of emotional intelligence are significantlyrelated to lower levels of stress. The findings suggest that the most efficacious way to reduce perceived stress levels in the work force may be to build emotional intelligence through employee development exercises.

Akande, Olowonirejuaro, & Okwara-Kalu, 2014, study investigated level and sources of stress among secondary school students. The results indicated that secondary school students had a

medium level of stress and some of the significant sources of stress include: academic, intra-personal and environmental. The study also shows that the four sources (interpersonal, intra-personal, academic and environmental) constituted significant sources of stress to secondary school students. The academic source of stress seems to be the most significant among the sources of stress and the stressors identified are: Lower grade (performance) than anticipated, fear or anticipation of examination, increased class work load and missing too many lessons. The study concluded that there is the need to provide essential strategies for management of stress at the secondary school level.

Suresh Prabu, 2015, study reveals that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. The male student\'s academic stress is higher than female students. The urban student\'s academic stress is higher than rural student. The Government school student\'s academic stress is less than private school student. The science subject student\'s academic stress is higher than arts student. The students whose parent\'s education as literate level academic stress is higher than their counter part.

Mandale, 2010, study was to test the impact of stress management on learning in a classroom setting. The findings emanating from this study suggest a possible need to provide adequate counseling services to those students in need, in order to assist them manage stress effectively. The findings may also imply that stress management skills such as deep breathing meditation should form part of this training.

Agolla & Ongori, 2009, paper investigated the stressors, symptoms andeffects that are likely to be experienced by the undergraduate students in higher institutions(Universities). Stressors related to time, academic pressure, and academic environments wereexplored. It was found out that, academic workload, inadequate resources, low motivation,poor performance in academic, continuous poor performance in academic, overcrowded lecture halls, and uncertainty of getting job after graduating from the university lead to stress among students.

Kai-wen, 2010, study of stress sources among college students in Taiwan, findings suggested that male students feel stronger stress from family factor than female ones; students in higher grades feel more stress from physical/mental, school, and emotional factors; students who take a student loan also feel more stress from physical/mental, school, and emotional factors than those who do not.

Jabeen Khan C, Altaf, & Kausar, 2013**,** study explored the effect of academic stress on students' performance and the impact of demographic variables like gender, age and educational level. They found that depression, anxiety, and stress are negatively correlated with academic achievement. The higher the stress, the lower was the academic achievement of students. The study found that the ability to manage stress was equally important. The way students perceive the stress is an important factor in its seriousness. Negative or excessive stress perception contributes to the students experiencing psychological and physical impairment. Students who are able to handle their stress effectively perform much better than those who are unable to control their stress. It was concluded from this study that if academic stress was severe or delayed, it decreases student's academic performance; hinders his ability to study efficiently and better time management. So students must develop effective study habits by giving appropriate time that must fulfil the demand of their course

Wilbert, 2012,study aimed to empirically examine the perceived stress and mental health scoresof Psychology students at the University of Twente. More specific, it was the goal to see howdemographic variables and Stressors that fall under the categories Performance and Workloadinfluence the stress and mental health that is perceived by students. This study was designed to get a better understanding of the relationship between Stress, its predictors and the relationship with mental health.

Prabhu M and Madan Mohan G (2014), paper endeavours to analyse and compare the levels of Stress, Anxiety and Depression among the Tamilian and non-Tamilian students of Pondicherry Central University. The study reveals that anxiety highly contributes to stress among students. The study also reveals that the students in Pondicherry University are subject to very low level of depression, anxiety and stress. Further, there is no difference in the level of depression, anxiety and stress among the male and female students, and those living with nuclear or joint family set up.

Dobson, 2012, research paper explores the relationship between anxiety, student achievement, self-concept, and self-efficacy for students with and without disabilities. Anxiety can have negative effects on all students. Students with anxiety problems tend to show lower levels of academic achievement, self-efficacy, and self-concept. Anxiety reduction requires the work of students, teachers, and parents. Mindfulness Meditation, metacognition, coping, teacher

involvement, and test question order are anxiety reduction strategies explored. Problem based learning is a teaching method proven to increase students' levels of positive metacognition. Ideas for further research involving anxiety and students with learning disabilities are explored.

Zaid Bataineh, 2013, study investigated the academic stressors experienced by the students at university. The result showed that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation, and high family expectations were drive moderately stress among students. It was also found that fear of failure is the major source of stress among undergraduate students. Moreover, the study found that there werepositive correlation between religiosity sources and academic stress. The study found that there were no significant differences in academic stress among students with different, level of study and specializations. This study also concluded, that religiosity sourcesskills (religiosity values, praying, and reading Quran) weresignificantly related to the academic stress for students.Students with these skills were able to control their academicstressor during their study times at university.

Pandya, 2012, study is to explore the components of academic stress among the Masters of Business Administration students. This study further tries to enlighten each component of academic stress such as curriculum and instruction, team work related issues, assessment, and placement, impact on performance and outcomes of Academic stress. Three major stressors have been identified which affect the performance and three major outcomes of stress. Around twelve micro issues have been identified under the curriculum and instruction component while three stressors were prioritized related to team work; seven sub issues regarding assessment and three micro issues under placement components of academic stress.

Haris, Azrien, Adnan, & Mohamad, n.d.2013, study explored the stress management skills and academic behaviour of undergraduate students. This study revealed that stress management skills could positively influence academic behaviour. Hence, it is quite imperative for students to learn stress management skills so as to be able to cope with the highly stressful academic environment. It is also recommended that genuine effort should be made by concerned authorities to provide adequate facilities such as lecture rooms, field trip, trainings, and secured social environment so that stress can be reduced to the barest minimum. It is hoped that a careful consideration and implementation of the recommendations will be of immense benefit to the education system.

Sindhu, 2016,study is aimed to find the relationship of Stress with Academic achievement among engineering students. The findings of the present study indicated that both low and high scorers reported higher level of stress.

Pfeiffer, 2001, study on "Academic and Environmental Stress among Undergraduate and Graduate College Students: A Literature Review", revealed some of the differences and similarities between graduate and undergraduate student stress. This study seemed to be supportive that graduate students have more stress in their lives while completing school than undergraduates. Graduate students seem to have more life changes that are occurring while they are in school. Stress cannot be prevented, but there seem to be some interventions available that undergraduate and graduate students can acquire to help them relieve some the stress they may be experiencing.

King, Vidourek, Merianos, & Singh, 2014, study of stress, social support, and perceived happiness among college students explored the relationship of students' happiness, stress, and emotional closeness to others to help move towards evidence-based practices for this population. The study found that college students are least happy with their financial situation, school and work. The study indicated that perceived happiness differed significantly based on stress levels and emotional closeness to others. Those who felt unhappy were most likely to report high stress and low emotional closeness to others compared to their happy counterparts.

Ud, Khan, Gulzar, & Yahya, 2013intentionof studyon Crucial Factors Affecting Stress: A Study among Undergraduates in Pakistan was to detect the most influencing factors of stress affecting undergraduates. The four factors that had taken under consideration were Family stress, Emotional stress, Financial Stress and Social Stress. Sticking to the four stress factors (Family, Emotional, Financial and Social Stress) the results showed that it can be said that students have to live compellingly according to rules and regulations so this can be sometimes a family stress for students. Moreover, fulfilling the over burden responsibly also lies in this stress factor.

Thawabieh & Qaisy, 2012, Assessing Stress among University Students indicates that university students experienced a moderate stress level and the main factor is the social factor. The results indicated that students from scientific educational college and finance and Administration College have more academic stress than other colleges' student, and this may

due to the fact that those students have lower average grades in high school. The university students experienced a moderate social, academic and physical stress level.

Khan & Chaudary, 2014, in their research on " Impact of Stress among Students of a Public Sector University", revealed that stress is impacting the students social, emotional and personal lives. The students are suffering from enormous mental burden and cognitive load.

Ji & Zhang, 2011**,** investigate the mental stresses of college students and argue that there are four sources of stresses, namely employment situations, study conditions, personal factors, and economic conditions. It shows a significant positive correlation between employment situations and mental stresses of college students, and a positive correlation between study conditions and mental stresses. Although there is a positive correlation between economic conditions, personal factors and mental stresses respectively, the differences are very prominent for individuals.

Robinson, 1966, testing the clinical impression that academic achievement is frequently the result of neurotic striving, it was hypothesized that students achieving academic honors and having lower academic ability would give more evidence of anxiety and other neurotic traits than such students having higher academic ability. The additional hypothesis was made that students achieving academic honors would give more evidence of anxiety and other neurotic traits than the general student population. The results of this study support to some degree the findings of Cook (1959) and Sarason (1952) and give empirical support for clinical observations that there is frequently a positive relationship between anxiety and academic achievement. They also raise some interesting questions regarding the emotional adjustment and personality characteristics of university students achieving academic honors.

Mitroff & Denton, 1999, in a study on spirituality in the workplaceconclude that the only way in which humans can manage spirituality is by clearly and completely separating it from work. When anything is especially difficult to control, the temptation is always strong to relegate it to other realms. As Ken Wilber argues, the separation of elements was a necessary strategy atearlier stages of human evolution." Ail, science, andreligion had to separate from each other to developinto more mature forms. A characteristicof earlierstages of human development is that critical elements are, so merged together that they have no, separate identity.

Jain et al., 2007**,** study indicate that both mindfulness meditation (MM) and stress reduction (SR) are effective in reducing negative psychological statesand enhancing positive states of mind for students experiencing significant distress, although MM appears unique in reducing rumination and distraction compared with relaxation. Comparisons of effect sizes indicate that mindfulness and relaxation are similar with respect to reducing distress; however, mindfulnessappears more effective in enhancing positive states of mind. Inaddition, this study suggests that MM may be unique in its abilityto reduce ruminative and distractive responses to depressedmood and that the reductions in rumination during mindfulnesstraining may mediate reductions in distress.

Hill et al., 2000, have proposed a set of criteria for judging the value of existing operational definitions of religion and spirituality. According to them, spirituality and religion include the subjective feelings, thoughts, and behaviors that arise from a search for the sacred. The term "search" refers to attempt to identify, articulate, maintain or transform. The term "sacred" refers to a divine being, divine object, ultimate reality or ultimate truth as perceived by the individual. Religion may include a search for non-sacred goals in a context that has at its primary goal the facilitation of the search for the sacred. Religion involves the means and methods of the search for the sacred that receive validation and support from within an identifiable group.

Kabat-Zinn et al., 1992 , study on effectiveness of a meditation based stress reduction program in the treatment of anxiety disorders concludes that mindfulness meditation can effectively reduce symptoms of anxiety and panic.

Lee et al (2007), study was to examine the effectiveness of a meditation-based stress management program in patients with anxiety disorder. A meditation-based stress management program can be effective in relieving anxiety symptoms in patients with anxiety disorder

Shapiro et al (1998), study examined the short-term effects of an 8 week meditation based stress reduction intervention on premedical and medical students using a well-controlled statistical design. The findings of the study indicate that mindfulness based meditation can effectively (1) reduce self-reported state and trait anxiety, (2) reduce reports of overall psychological distress including depression, (3) increase scores on overall empathy levels, and

(4) increase scores on a measure of spiritual experiences assessed at termination of intervention.

Beauchemin et al (2008), study offers tantalizing, if tentative, support for the notion that meditationand relaxation training may contribute to better outcomes for adolescents with learning disabilities across a range of targets. In addition, when teachers and students expressed attitudes towardthe intervention, they were uniformly positive and this was true for both the brief qualitativeposttest questions as well as anecdotal reports.

Rosenzweig et al (2003) chose to study meditation based stress reduction for several important reasons. First, there is substantial evidence supporting the efficacy of meditation based stress reduction in reducing anxiety, depression, and somatization while enhancing participants' overall sense of well-being. Second, meditation based stress reduction teaches a broad skill set of formal and informal techniques that can be readily applied within the courseof a typical workday. Third, meditation based stress reduction provides a supportive group experience that in itselfstrengthens relationships among participants. Fourth, mindfulness practice has thepotential to mitigate the full range of academic, social, and existential stressorsexperienced by medical students: Rather than being applicable only to particularsituations, mindfulness practice informs an individual's response to the full range ofexperience. Mindfulness is, therefore, relevant throughout the lifetime of the physicianand is arguably a core characteristic of clinical practice. Historically, mindfulness hasbeen a foundation practice of major spiritual traditions and is uniquely suited to supportmedical professionals as they contend with the existential stressors of suffering andmortality.

Zinnbauer et al (1997), study attempts to measure how individuals define the terms religiousness and spirituality, to measure how individuals define their own religiousness and spirituality, and to examine whether these definitions are associated with different demographic, religio/spiritual, and psychosocial variables.The study is notable as one of the few empirical studies comparing religiousness and spirituality, and the results suggest three main conclusions. First, there is evidence to suggest that the terms religiousness and spirituality describe, in part, different concepts. In terms of the previously outlined hypotheses, religiousness and spirituality have some different correlates. As predicted, religiousness was found to be associated with higher levels of authoritarianism, religious orthodoxy, intrinsic religiousness, parental religious attendance, self-righteousness, and church attendance. In line

with predictions, spirituality was associated with a different set of variables: mystical experiences, New Age beliefs and practices, higher income, and the experience of being hurt by clergy. The findings of this study illustrate the necessity for researchers to recognize the many meanings attributed to religiousness and spirituality by different religious and cultural groups, and the different ways in which these groups consider themselves religious and/or spiritual.

Smith et al (2003) studied the association between religiousness and depressive symptoms with meta-analytic methods. A major finding of this study is that the association between religiousness and depression significantly differed across the typeof religiousness measured. These findings are conceptually similar to claims concerning negative forms of religious coping, such as blaming God for life's problems or avoiding problems through religious activities that may also predict mental illness as opposed to mental health.

Sue Howard (2002), "A spiritual perspective on learning in the tur" paper allocates the position of spirituality in the learning debate; examines the relationship between who we are, our being, with what we do, our doing; and implies that organizational performance can be improved by attendance to the spiritual richness of humanity. This paper has shown that spirituality is an issue which is gaining prominence in management thinking. The desire by many individuals to live lives which are compatible with the demands of their spirituality is insistent and requires attention by practitioners and academics alike.

Marques, Dhiman, & King, 2005**,**paper presents a brief exploration of a new paradigm that is emerging in business. This paper presents a list of these themes; a comprehensive definition and an integral model of spirituality in the workplace, for consideration of future researchers in this field and some practical strategies for corporate leaders interested in nurturing the spiritual mindset.

Research Methodology

Research methodology can be explain as a giving idea or plan in which researcher is using various methods & process to accomplish research objectives or target. Researcher methodology is a systematic & formal way to solve a particular research problem. It is a science of learning how research is to be carried out. Researcher describing, explaining, estimating all circumstances related to work are called research methodology. It is also explain as the study of methods by which information & knowledge is earned with a specific topic or areas. The main motive of research methodology is to give the work plan of research.

According to Sidhu (1998), "Research is a systematic method of exploring,analyzing& conceptualizing social life in order to extend, correct or verify knowledge aids in the construction of a theory or in the practice of an art".

Research Design:-

Research design is descriptive in nature. Research design is the overall plan or programme of research. It is common layout for the collection, measurement & analysis of data. In descriptive study information is collected without changing the environment. Descriptive research design used to recognize & gain information on the characteristics of particular problems. Collection of data will be take quantitative & statistical techniques to summarize the information.Descriptive statistics use to obtain the mean and standard deviations.

Data collection:-

1. **Primary Data-**

Primary data will be collect from students across top business schools of PersonalInterview, Telephonic Interview & Questionnaire methods will be used for gathering information.

2. **Secondary Data**

- Journals
- Magazines
- Websites
- Research publications

Population and Sample

The population for this study shall be graduates of the leading management schools from the metro cities and Tier II cities of India. The Sample size is around 500 business graduates

Sampling: Random Sampling is purported to be used in the study

Statistical Tool and Analysis

Descriptive statistics shall be used to identify the most important factors that causes academic stress among students and the techniques of stress busters adapted by the students.

- Chart and diagrams: In this research I will use chart and diagram for effective representation of data for better understanding facts of research.
- Frequency distribution: Collected data will be distributed in frequencies

- Central tendency measurement: according to collection of data central value of data will be analyze by mean in this study.
- Standard Deviation: To calculate the amount of variation or dispersion of data, we use standard deviation method.
- Correlation analysis: In this research for comparing two variable of research I will use correlation analysis as statistical tool.

Stress Measuring Scales: -I will use 2 types of stress measuring and stress coping scales

- Perceived Stress Scale (PSS)
- Stress Coping Resources Inventory

Hypothesis:-

H10 Academic Stress does not affect negatively on the health of Students.

H11-Academic Stress effects negatively on the health of Students.

H20- Academic Stress does not affect negatively on the academic performance of Students.

H21-Academic Stress effects negatively on the academic performance of Students.

H30-Students of Tier I Business Schools are not facing more stress than the Tier II and III Business Schools

H31-Students of Tier I Business Schools are facing more stress than the Tier II and III Business Schools.

H40- Spirituality as a tool does not effectively reduce self-reported state and trait anxiety, distress including depression and increase scores on overall empathy levels and thus improve academic performance.

H41-Spirituality as a tool can effectively reduce self-reported state and trait anxiety, distress including depression and increase scores on overall empathy levels and thus improve academic performance

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